History at Blaydon West Primary School

At Blaydon West Primary School, we value History as an essential part of a broad and ambitious curriculum. Our History curriculum is carefully sequenced to develop children's substantive and disciplinary knowledge, building on prior learning so that they know more, remember more and understand more over time. Through exploring significant people, events and periods, children develop curiosity about the past, ask thoughtful questions, interpret evidence and make connections between the past and the world in which they live. We aim to develop confident, knowledgeable and critical historians who understand how the past has shaped the present.

Intention

Our curriculum is designed to develop a strong sense of chronology and historical understanding, enabling children to explore how societies, communities and individuals have changed over time. Children are supported to develop their historical vocabulary and understanding of key concepts, including continuity and change, cause and consequence, similarity and difference, and significance. Across the school, learning is enriched through opportunities to explore our local history alongside British and wider world history, including carefully planned educational visits, helping children to develop a broad and balanced understanding of the past.

In the Early Years Foundation Stage:

- Children develop an understanding of past and present by talking about significant events in their own lives and the lives of others.
- Through stories, experiences and meaningful conversations, children begin to develop a sense of chronology and change over time.

In Key Stage 1 and Key Stage 2, our curriculum follows the National Curriculum and aims to:

- Develop a secure chronological understanding of local, British and world history, building progressively on prior knowledge.
- Develop both substantive knowledge of significant people, events and periods and disciplinary knowledge of how historians investigate and interpret the past.
- Develop children's understanding of key historical concepts, including continuity and change, cause and consequence, similarity and difference, significance and chronology.
- Enable children to ask perceptive questions, examine evidence, identify connections and contrasts, and develop well-informed historical interpretations.
- Ensure children know more, remember more and understand more, developing the knowledge and skills needed to become confident and curious historians.

Implementation

- History is taught through progressive, enquiry-based lessons that build systematically on prior learning, developing pupils' substantive and disciplinary knowledge and deepening their understanding of key historical concepts.
- Teachers use Keystage History, our bespoke skills progression and vocabulary progression documents and knowledge organisers to ensure curriculum content is carefully sequenced, coherent and appropriately challenging.
- Historical skills and concepts are explicitly taught, modelled and practised, enabling pupils to increasingly work as historians and apply their knowledge independently.
- History is taught as a discrete subject, with meaningful cross-curricular links made where these enhance pupils' understanding and provide opportunities to apply and consolidate learning.
- Pupils encounter and critically examine a wide range of historical sources and evidence, including artefacts, photographs, documents and other primary and secondary sources, developing their ability to interpret evidence and understand different historical perspectives.
- Retrieval practice takes place at the start of every History lesson, with pupils revisiting knowledge from the previous week, the previous topic and the previous academic year, alongside a chronology question. This regular retrieval strengthens long-term memory, reinforces key knowledge and vocabulary, and supports pupils in making connections across different periods of History.
- Historical vocabulary is explicitly taught and revisited, enabling pupils to articulate their understanding accurately and confidently.
- Displays and classroom resources are used purposefully to reinforce key knowledge, vocabulary and historical concepts, making pupils' learning and progression visible.
- Teachers use assessment and ongoing formative feedback to identify misconceptions, address gaps in knowledge and adapt teaching so that pupils can make progress and achieve well.
- Pupils have opportunities to work with historical experts and professionals through a vast variety of educational visits and enrichment experiences, providing authentic opportunities to deepen and apply their learning.

Impact

We aim for children to develop a curiosity and enthusiasm for History, becoming confident in talking about the past and developing a secure understanding of the world around them.

Children will:

- Develop the ability to make historical enquiries, think critically and use evidence to support and justify their ideas and interpretations.
- Develop a secure chronological understanding and an increasingly coherent narrative of the past, recognising the connections between people, events and periods.
- Understand how the past has shaped the present, while developing an understanding of how historians investigate and interpret the past.
- Demonstrate progressive development of historical knowledge, vocabulary and skills, building on prior learning as they move through the school.
- Know more, remember more and understand more, retaining key knowledge and applying it in new contexts.

We measure the impact of our History curriculum through:

- Pupil work and books, demonstrating progression in knowledge, vocabulary and historical skills.
- Displays and examples of learning that celebrate and demonstrate pupils' developing understanding.

- Pupil voice and discussion, enabling pupils to articulate what they have learned, make connections and reflect on their understanding.
- Assessment and retrieval activities, which identify pupils' retention of key knowledge and any gaps or misconceptions.
- Monitoring of progression across year groups to ensure that pupils build successfully on prior learning and are developing the knowledge and skills expected for their age.

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